Nevada Alternate Assessment

Nevada Academic Content Standard Connectors for English Language Arts
Grade 11

Table of Contents

Nevada Academic Content Connectors

The Nevada Academic Content Connectors (NACC) for English Language Arts (ELA) represents the academic skills upon which students to be instructed. The NACCs for ELA are linked to the Nevada Academic Content Standards and represent the key academic knowledge, skills and abilities of the ELA content at each grade level. The NVAC Connectors, for ELA, were modeled after the Smarter Balanced claims and target for Reading (literary and informational text) and Writing and represent the enduring understanding of the content standards for ELA at a given grade level.

Example: Reading Grade 11

The Nevada Alternate Assessment was developed to allow students an opportunity to fully demonstrate their knowledge in each content area. This ability to demonstrate knowledge of core content and skills is critical as educators seek to provide access to the general education curriculum while fostering higher expectations for students with significant cognitive disabilities.

Target: Key Ideas and Details *(ELA Targets for Reading)*

Nevada Academic Content Standards (NVACS)	NVAC Connectors
ELA Content Standard **RL.11.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.**	Identify supporting details using evidence in a literary text. Make a prediction based on analysis of a literary text. *(Connector to the content standard)*
ELA Content Standard **RI.11.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.**	Identify supporting details using evidence in an informational text. Support a claim using evidence from an informational text. *(Connector to the content standard)*

NAA ELA NVAC Connectors Grade 11

Claim 1: Reading

Target: Key Ideas and Details

Nevada Academic Content Standards (NVACS)	NVAC Connectors
RL.11.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	• Identify supporting details using evidence in a literary text. • Make a prediction based on analysis of a literary text.
RI.11.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	• Identify supporting details using evidence in an informational text. • Support a claim using evidence from an informational text.
RL.11.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	• Determine a main idea of a literary text. • Explain how details support a theme or main idea of a literary text. • Chart the sequence of the development of a main idea. • Summarize facts from a literary text.
RI.11.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	• Determine a main idea of an informational text. • Explain how details support a main idea of an informational text. • Chart the sequence of the development of the topic in an informational text. • Summarize based on facts from an informational text.
RL.11.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	Explain how characters, setting, and/or plot are developed.
RI.11.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	• Identify key individuals, events, or ideas in an informational text. • Compare and contrast individuals, ideas and events.

Target: Craft and Structure

Nevada Academic Content Standards (NVACS)	NVAC Connectors
RL.11.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meaning; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.	• Determine the meaning of words (including words with multiple meanings) and phrases in literary context (e.g., literal, figurative, and connotative meaning).
RI.11.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	• Determine the meaning of words and phrases in an informational context.
RL.11.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	• Identify the organizational structure of specific parts of a literary text.
RI.11.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	• Identify how the structure an author uses in an informational text (e.g., the overall structure, the insertion of major sections) makes points clear, convincing, and/or engaging.
RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	• Identify components of a text that show suspense or humor.
RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	• Identify an author's point of view. • Identify an author's purpose. • Identify how the author acknowledges and/or responds to conflicting evidence or viewpoints.
RL.11.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	• Identify the points of view of characters or narrators in a literary text. • Identify the use of sarcasm and understatement in a literary text.
RI.11.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	• Identify an author's point of view in an informational text. • Identify an author's purpose in an informational text. • Explain how an author persuades the audience.

Target: Integration of Knowledge and Ideas

Nevada Academic Content Standards (NVACS)	NVAC Connectors
RI.11.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).	• Identify the author's purpose in U.S. texts (i.e., Constitution, Bill of Rights)
RL.11.9 Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.*	• Compare and contrast two texts from the same period with similar themes or topics.
RI.11.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	• Describe the importance of historical and literary U.S. documents. • Identify the author's purpose of historical and literary U.S. documents.

Claim 2: Writing

Target: Text Types and Purposes

Nevada Academic Content Standards (NVACS)	NVAC Connectors
W.11.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	- Make a claim. - Support the claim with clear reasons and/or relevant evidence. - Use transitional language. - State a conclusion.
W.11.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	- Write informative/explanatory texts on a given topic. - Develop the topic with details. - Use transitional language. - Use word choice relevant to the topic. - Write a conclusion.
W.11.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	- Write narratives to develop real or imagined experiences or events - Establish a situation. - Use dialogue and/or description to develop events and/or characters. - Use transitional language. - Use descriptive language. - State a conclusion.

Target: Production and Distribution

Nevada Academic Content Standards (NVACS)	NVAC Connectors
W.11.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)	• State ideas with supporting details appropriate for task, purpose, and audience. • Organize ideas and supporting details appropriate for task, purpose, and audience.

W.11.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 11.)	• With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
	• Editing for conventions should demonstrate:
	    o complete sentences while avoiding run-ons and fragments;
	    o verbs, nouns, modifiers, conjunctions, and pronouns for clarity;
	    o that clearly communicates ideas focused on audience and purpose;
	    o capitalization and punctuation for clarity of sentence structure, including end punctuation and commas in a series;
	    o conventional spelling of high-frequency words.

Target: Language Skills

Nevada Academic Content Standards (NVACS)	NVAC Connectors
L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.11-12.1.a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.** **L.11-12.1.b Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.**	• Determine correct grammar in writing.
L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **L.11-12.2.a Observe hyphenation conventions.** **L.11-12.2.b Spell correctly.**	• Use correct conventions when writing a simple sentence.

Claim 3: Listening

Nevada Academic Content Standards (NVACS)	NVAC Connectors
SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each	• Synthesize information presented orally from multiple sources.

source and noting any discrepancies among the data.	
SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	• Determine a speaker's reasons for including certain words or phrases in their presentation.

Claim 4 Research

Nevada Academic Content Standards (NVACS)	NVAC Connectors
W.11.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	• Determine a topic (e.g., a problem to solve or a question to explore) to research. • Refine the topic and/or subtopics as needed during the research process. •
W.11.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	• Use search terms effectively to gather information from multiple print and digital sources. • Examine each source and assess its credibility and relevance. • Show connection(s) between relevant information to answer research question(s). • Cite the sources of information used.
W.11.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	• Identify evidence from literary or informational texts. • Support research with evidence from literary or informational texts.